Cecilia Gerald

Education 7201

Professor O’Connor-Petruso

Wiki 7

Annotations (25)

**Alber-Morgan, S.R., DeBar, R. M., Legge, D. B. (2010). The Effects of Self-monitoring with a MotivAider on the On-task Behavior of Fifth and Sixth Graders with Autism and Other Disabilities. *Journal of Behavior Assessment & Intervention in Children*, *1*(1), 43-52.**

In this article, the authors examine a study done on three upper elementary students with autism and disabilities and the effect of self-monitoring during the completion of math work assignments. The students received training sessions to implement self-monitoring with the assistance of a tactile prompt (MotivAider). The results showed increased amounts of on-task behaviors and continued improvements despite the elimination of the intervention.

**Amato-Zech, N. A., Hoff, K. E. and Doepke, K. J. (2006). Increasing on-task behavior in**

**the classroom: Extension of self-monitoring strategies. *Psychology in the Schools*, 43: 211–221.**

This article explores the study of self-monitoring strategies implemented with elementary special education students. The results showed a significant increase in on-task behaviors. It also discusses further findings.

**Axelrod, M. I., Zhe, E. J., Haugen, K. A., & Klein, J. A. (2009). Self-Management of On-Task Homework Behavior: A Promising Strategy for Adolescents With Attention and Behavior Problems. *School Psychology Review*, *38*(3), 325-333.**

The authors of this article conducted a study on the effects of self-monitoring on the on-task homework behavior of four adolescents with attention and behavior problems. The results showed that there were significant improvements in behavior. The limitations of the study, such as the small sample of participants and the highly controlled setting of a residential treatment center, are also discussed.

**Clunies-Ross, P., Little, E., & Kienhuis, M. (2008). Self-reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and student behaviour. *Educational Psychology*, *28*(6), 693-710.**

This article examines a study in which 97 Australian teachers completed a questionnaire in order to see the correlation between the teachers actual use of management strategies (positive and negative reinforcement) versus their perceived use. The study also examined what effect these strategies had on levels of teacher stress and student behavior. The article discusses disruptive behaviors and its impact on teacher stress.

**Daly, P. M., & Ranalli, P. (2003). Using Countoons to Teach Self-Monitoring Skills. *Teaching Exceptional Children*, 35(5), 30.**

In this article, Daly & Ranalli examine the use of countoons, cartoon representations of both appropriate and inappropriate behaviors that students use to count their behaviors, as a self-monitoring recording device. It discusses its advantages for younger children, in particular, who may not be able to read the more commonly used self-monitoring checklists. It gives suggestions of how to implement countoons as a self-monitoring strategy.

**de Haas-Warner, Sarah J. (1991). Effects of self-monitoring on preschoolers' on-task behavior: A pilot study. *Topics in Early Childhood Special Education*, *11*(2)**

This article gives an in-depth description of a pilot study about the implementation of self-monitoring procedures at the preschool level. It discusses the importance of adapting these procedures to be developmentally appropriate for this age level. The results showed that the subjects improved in their on-task behaviors and work completion and their levels of disruptive behaviors decreased.

**DuPaul, G. J., & Hoff, K. E. (1998). Reducing disruptive behavior in general education classrooms: The use of self-management strategies. *School Psychology Review*, 27(2), 290.**

This article discusses a study of three at-risk elementary students in general education classrooms that used self-management as an intervention strategy to decrease disruptive behaviors. The results support self-management as an effective strategy in general education classrooms. The article also discusses the limited research available on self-management in general education and the importance of conducting future studies on the topic.

**Fowler, S. A. (1986). Peer-Monitoring and Self-Monitoring: Alternatives to Traditional Teacher Management. *Exceptional Children*, *52*(6), 573-581.**

Fowler reports the findings of a study conducted on a class of 10 kindergarten students that were referred for behavior problems. The study used a peer-monitored intervention technique followed by a self-monitored technique, which both led to decreased misbehaviors among the students. The article gives an in-depth description of how both intervention methods were implemented, and discusses the benefits of both.

**Freeman, K. A., & Dexter-Mazza, E. T. (2004). Using Self-Monitoring With an Adolescent With Disruptive Classroom Behavior. *Behavior Modification*, *28*(3), 402-419.**

The authors of this article discuss the effects of two different self-monitoring strategies. Self-monitoring (student feedback only) versus self-monitoring with matching (student combined with adult/teacher feedback) were both used in a study using a 13 year old special education student. Results showed that self-monitoring in conjunction with adult feedback proved more effective in the decrease of this student’s off-task and disruptive behaviors. The article further examined the specific timing and use of adult feedback, which focused on the implementation stage of self-monitoring and the students’ awareness of their behaviors.

**Ganz, J. B. (2008). Self-Monitoring Across Age and Ability Levels: Teaching Students to Implement Their Own Positive Behavioral Interventions. *Preventing School Failure*, *53*(1), 39-48.**

Ganz gives an overview of what self-monitoring is, as well as its benefits and steps on how to implement it in the classroom. She reviews some of the research done on self-monitoring across different populations in the educational setting. She speaks about the do’s and don’ts of self-monitoring and gives recommendations for actions to take if self-monitoring is not effective.

**Harris, K. R., Friedlander, B., Saddler, B., Frizzelle, R., & Graham, S. (2005). Self-Monitoring of Attention Versus Self-Monitoring of Academic Performance: Effects Among Students with ADHD in the General Education Classroom. *Journal Of Special Education*, *39*(3), 145-156.**

In this article, the use of self-monitoring of students with ADHD is explored in two specific areas of students managing their attention and their academic performance in the content area of spelling. A study conducted on 6 elementary school students with ADHD showed an increase in on-task behavior and spelling abilities as a resulf of self-monitoring. The article also discusses the limitations that this particular study presented.

**Hughes, C. A., & Boyle, J. R. (1991). Effects of self-monitoring for on-task behavior and task productivity on elementary students with moderate mental retardation. *Education & Treatment Of Children (ETC)*, *14*(2), 96.**

In this article, a study of the effects of self-monitoring on three elementary students with moderate retardation is examined. The use of self-monitoring targeted increasing on-task behaviors and the rate at which tasks were completed. The results showed that self-monitoring was effective in improvement of the targeted areas.

**Jolivette, K., Patton, B., Ramsey, M. (2006). Students with emotional and behavioral**

**disorders can manage their own behavior. *Teaching Exceptional Children*, *39*(2), 14-21.**

Jolivette, Patton and Ramsey discuss a variety of self-management strategies that teachers can implement with their students that have challenging behaviors. It discusses the various components of these strategies, such as self-assessment and self-recording. It also uses examples of potential cases studies to show how the strategies can be implemented.

**Jull, Stephen K. (2009). Student behavior self-monitoring enabling inclusion. *International Journal of Inclusive Education*, *13*(5), 489-500.**

In this article, Jull examines the effects of self-monitoring on the inclusion of students with emotional and behavioral difficulties into mainstream schools. It discusses the benefits that self-monitoring provides against disruptive behaviors. It also points out the limitations of the research conducted to date.

**Mathes, M. Y., & Bender, W. N. (1997). The effects of self-monitoring on children with attention-deficit/hyperactivity disorder who are receiving pharmacological interventions. *Remedial & Special Education*, *18*(2), 121.**

Mathes and Bender examine interventions used for students with ADHD. They discuss the need for teachers to explore additional intervention methods, aside from pharmaceutical, to aid students with ADHD. They reported a study done on 3 male elementary students who were being medically treated for ADHD, who were also trained to use self-monitoring techniques. The results showed that self-monitoring significantly improved these students on-task behaviors.

**McConnell, M. E. (1999). Self-monitoring, cueing, recording, and managing: teaching**

**students to manage their own behavior. Teaching Exceptional Children *32*(2), 14-21.**

This article discusses research on the topic of self-monitoring. It provides detailed procedures that can be used to implement self-monitoring strategies. It also provides examples of monitoring checklists, worksheets, and scales.

**Mitchem, K. J., Young, K., West, R. P., & Benyo, J. (2001). CWPASM: A Classwide Peer-Assisted Self-management Program for General Education Classrooms. *Education & Treatment Of Children (ETC)*, *24*(2), 111.**

This article discusses the increasing need for more effective classroom management strategies. It also discusses the use of self-management strategies as a means of accommodating students with problem behaviors/disabilities in general education classrooms. It examines a study in which self-monitoring was used class wide as well as with specific at-risk students. The results showed improvements in both areas.

**Özkan, Ş., & Sonmez, M. (2011). Examination of Single Subject Studies Conducted on Individuals with Disabilities by Using Self-Management Strategies: A Meta-Analysis Study. *Educational Sciences: Theory & Practice*, *11*(2), 809-821.**

In this article, Ozkan and Sonmez examine a total of 40 studies that were conducted between 1999 through 2008 using various self-management strategies, such as self-monitoring, self-evaluation, self-reinforcement. Of all the strategies, self-monitoring was the most commonly used due to its effectiveness on increasing appropriate behaviors and decreasing inappropriate behaviors. Self-monitoring was also found to maintain behaviors of subjects once they had been established.

**Prater, Mary A. (1994). Improving academic and behavior skills through self-management**

**procedures. *Preventing School Failure*, *38*(4), 5.**

In this article, Prater describes self-management strategies including self-monitoring. She reports about research findings that prove intervention assistance such as self-monitoring can prevent at-risk students from being referred to special education. She discusses case studies of students who have benefitted from using self-monitoring to mainstream from special education to general education settings. She also discusses a study in which self-monitoring was proved to improve behaviors of both at-risk and non-risk students in the general education setting.

**Rafferty, Lisa A.(2010). Step-by-Step: Teaching Students to Self-Monitor. *Teaching***

***Exceptional Children*, 43(2), 50-58.**

Lisa Rafferty discusses the use and benefits of self-management as a viable intervention technique for managing behavior in general education classrooms. In it, she specifically focuses on the self-monitoring strategy and gives a step-by-step description of how to implement it. Examples of self-monitoring instruments that can be used in actual classrooms are also given.

**Reid, R. (1996). Research in self-monitoring with students with learning disabilities: The present, the prospects.. *Journal of Learning Disabilities*, *29(*3), 317.**

Robert Reed reviews the literature on self-monitoring of students diagnosed with learning disabilities. He examines the two most widely studied areas of self-monitoring, which are self-monitoring of attention and performance, by comparing results of major studies done in both areas. He takes an in-depth look on the effects of self-monitoring on specific behaviors. He also looks at the problems with the research conducted on self-monitoring to date, and discusses the potential areas that need further research.

**Sheffield, K., & Waller, R. J. (2010). A Review of Single-Case Studies Utilizing Self-Monitoring Interventions to Reduce Problem Classroom Behaviors. *Beyond Behavior, 19*(2), 7-13.**

This article gives a summary of how self-monitoring interventions have been used to reduce problem behaviors in classrooms. It discusses the variety of self-monitoring strategies that teachers used, including the incorporation of positive reinforcement as an intervention package. It reviews a number of single-case studies, their results, and limitations.

**Smith, D. D., Rivera, D. P., (1995). Discipline in special education and general education settings.  *Focus on Exceptional Children*, *27*(5), 1-14**

In this article, Smith and Rivera explore the topic of discipline in education and its importance in managing student behavior. They examine the potential causes of discipline problems among students and discuss traditional prevention techniques that can be used to ward off misbehavior. They also describe a variety of intervention techniques, ranging from mild to intrusive, that have been proven to be effective for modifying disruptive behavior. They discuss the elements of measuring students’ behavior. They also discuss different measurement systems used to evaluate the effectiveness of the interventions used.

**Vanderbilt, A. A. (2005). Designed for Teachers: How to Implement Self-Monitoring in the Classroom. *Beyond Behavior*, *15*(1), 21-24.**

In this article, Allison Vanderbilt gives ten key steps to follow when implementing self-monitoring in the classroom. She uses a hypothetical scenario of a teacher whose student has problem behaviors as an example to relate the theories of self-monitoring to the actual classroom. She gives examples of self-monitoring instruments that can be used with students. She also answers frequently asked questions about this technique of behavior management.

**Westling, David L. (2010). Teachers and challenging behaviors: knowledge, views, and**

**practices. *Remedial and Special Education*, *31*(1), 48.**

In this article, David Westling conducts a survey of 70 teachers (38 special education and 32 general education) that reveals teachers perceptions of their ability to manage students with challenging behaviors as inadequate due to lack of training and/or administrative support.